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ABSTRACT

Career development education prepares students to make informed career decisions through awareness and understanding of individual qualities that contribute to success on the job, the ability to use employment data and other resources to support decision making, and an awareness of the training and postsecondary options available for success. In its broadest perspective, career development is a lifelong process by which an individual defines and refines life and work roles. This framework establishes standards that define what New Hampshire students should know and be able to do relative to career development. Its purpose is to (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area. Curriculum skills are grouped into three broad areas: (1) Core Educational Learning; (2) Individual/Social Learning; and (3) Career Learning. Curriculum standards are provided in each of these areas for a total of seven standards. Proficiency standards are provided for end of Grades 4, 8, 10, and 12 for each curriculum standard. A bibliography and list of contributors are included. (Author/EMK)

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# K-12 CAREER DEVELOPMENT CURRICULUM FRAMEWORK

In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the purpose of this framework is to: (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area.

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**Concord: January 1999**

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# INTRODUCTION

This framework is based on the significant body of research in career development and the best instructional and guidance practice carried out over the past twenty-five years. The Department of Education is committed to using the results of this research for systematic educational improvement and change. As required by RSA 193-C, this framework represents broad consensus among educators, business people, government officials, community representatives, and parents about what students should know and be able to do in the area of career development. Career, in this framework, refers to work both for economic gain, as well as work done for family, home, and community.

**What is the purpose of this K-12 Career Development Framework?** In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the purpose of this framework is to: (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area.

As specified in RSA 193-C: 1, this framework *does not* establish a statewide curriculum with designated course offerings/activities, teaching methods, or materials. It *does* establish educational standards that define what New Hampshire students should know and be able to do relative to career development. It is the responsibility of teachers, administrators, and school board members to communicate these standards to students and parents, and to identify and implement methods to enable students to acquire the requisite knowledge and skills. Curriculum decisions, including overall organization, specific grade level and course offerings/activities, and methods, and materials, remain the responsibility of local educators and school board members.

**What is career development?** As set forth in the *Minimum Standards for Public School Approval* (Concord: State School Board and Department of Education, 1996), career education prepares students to make informed career decisions through awareness and understanding of individual qualities that contribute to success on the job, the ability to use employment data and other resources to support decision making, and an awareness of the training and post-secondary options available for success. Career development in its broadest perspective is defined as a lifelong process by which an individual defines and refines life and work roles. It includes awareness of individual interests, skills, attitudes, talents, and abilities, particularly as they change and develop during the educational experience. This process provides the context in which students explore a variety of educational and occupational opportunities, learn the realities of the workplace, and identify both the technical skills and individual qualities that they will need to succeed in the modern economy.

Career development begins in the earliest grades with awareness, exploration, and practice. In the middle school years, students use decision-making skills to merge individual data with their knowledge of the workplace and plan a high school course of study to meet their goals. In High School and beyond, students expand their knowledge, skills, and attitudes through practice and application. Career development is a continuum of instruction and learning that helps students take advantage of the changing academic



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and skill requirements of the emerging workplace, make sound decisions about the career development process, and become lifelong learners who seek and use information.

**How is this framework organized?** The Career Development Framework has grouped career skills into three broad areas: **Core Educational Learning** - Educational development and academic foundations for effective learning; **Individual/Social Learning** - Enhanced understanding of individual qualities that lead to success on the job; and **Career Learning** - Learning about the broad area of work world of work through a variety of means. Each of these three organizing areas includes three major components.

**Purpose.** These narrative statements explain why it is important for students to become knowledgeable about and experienced in career development through fundamental educational, individual/social, and career learning.

**Curriculum Standards.** These end-of-grade twelve standards logically subdivide each of the organizing areas into smaller units.

**Proficiency Standards.** These standards establish specific expectations for the assessment of cumulative learning at the end of grades four, eight, ten and twelve. They are meant to establish what the student should know and be able to do, not dictate how that competency is taught. The proficiency standards are additionally designed to be inclusive of ALL students. Proficiencies presented in each cluster of grades build on the skills and knowledge gained in the ones preceding.

It is also understood that knowledge, skills, and attitudes essential for career development are presented across a school's entire curriculum, integrating the goals of New Hampshire's 6 curriculum frameworks. Therefore curriculum planners should also consult the following: K-12 English Language Arts Curriculum Framework; K-12 Integrated Arts Curriculum Framework; K-12 Mathematics Curriculum Framework; K-12 Science Curriculum Framework; K-12 Social Studies Curriculum Framework

**How will this framework be used?** The Career Development Framework is a tool for state, regional, and local curriculum planning. This tool can be used as a means to assess the integration of career development within the existing curriculum as well as the overall career development of individuals. In many school districts, individual career development assessments will contribute to and culminate in a Competency Based Transcript, reflecting an individual's learning and progress. This framework will be used at the local level as a guide for making decisions about the design of curriculum, the delivery of instruction, and the development of classroom, school and district assessments. Educators, school board members, and citizens are encouraged to work cooperatively to develop local career education programs. The overall approach used should be cumulative, with learnings at each grade level providing the foundation for future learning and development in the areas of career awareness, experience, and planning. In summary, this framework is designed to be used as a systematic guide for integrating the processes of career development within local school districts' overall curriculum plans.

## K-12 BROAD GOALS FOR CAREER DEVELOPMENT

These goals establish general expectations of what New Hampshire students should know and be able to do in the area of career development at the end of grade twelve. These broad goals will be attained as students acquire the knowledge, concepts, skills, and processes set forth under each of the organizing areas presented in this curriculum framework.

- The student will continuously acquire skills, attitudes, and knowledge that contribute to effective learning.
- The student will make developmentally appropriate decisions about future education and continuing preparation for life and work.
- The student will understand and demonstrate the relationship of academics to careers in civic, social, and everyday settings.
- The student will use information-gathering techniques and technologies in collecting, analyzing, organizing, and presenting information.
- The student will work effectively with others, including people from diverse backgrounds, and contribute to group efforts by sharing ideas, suggestions, and workloads.
- The student will demonstrate individual qualities such as responsibility, self-management, integrity, respect for self and others, flexibility, confidence, and a willingness to explore.
- The student will use a variety of methods, appropriate to the purpose and audience, to communicate effectively.
- The student will plan and prepare for a variety of current and future educational and career opportunities, based upon assessments of individual qualities and interests.
- The student will understand and apply safety concepts in school, work and everyday settings.
- The student will perform mathematical operations with the proficiency required to conduct transactions.

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# CORE EDUCATIONAL LEARNING

**Purpose.** The area of core educational learning focuses on the acquisition of skills, attitudes, and knowledge that lead to success in school, good citizenship, and life-long learning. This learning helps individuals use the knowledge gained in school and elsewhere to analyze problems and propose solutions, communicate effectively, coordinate actions with others, employ mathematics as an effective tool in life, and become active participants in the learning process.

**Curriculum Standard 1.** Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.

## Proficiency Standards

### End-of-Grade 4

Students will be able to...

- Demonstrate effective study and information-seeking habits.
- Demonstrate the capacity to use a variety of basic reference tools, such as dictionaries, maps and globes, encyclopedias, newspapers, and magazines.
- Present ideas appropriately, including the use of visual techniques.
- Use appropriate forms of language to formulate and articulate effective oral and/or written responses.
- Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).
- Demonstrate the capacity to communicate constructively with peers and adults.
- Actively seek response, advice, and critique from others.

### End-of-Grade 8

In addition to the above, students will be able to:

- Demonstrate the capacity to use a variety of tools, such as libraries, museums, technology, etc., to enhance learning.
- Demonstrate the capacity to compare, contrast, and use information presented in written, oral, audio-visual, and graphic forms.
- Distinguish facts from opinions in a variety of communication forms.
- Express ideas clearly and concisely.
- Recognize when an individual or group does not understand their message and respond appropriately.
- Communicate and work effectively with others as active participants and responsive listeners.

End-of-Grade 10

In addition to the above, students will be able to:

- Access information from multiple sources and information-retrieval systems.
- Distinguish between informative and persuasive messages.
- Demonstrate the ability to summarize ideas and information.
- Demonstrate the ability to use a variety of organizational structures such as cause and effect patterns, paraphrasing, and charts and graphs, to communicate ideas and information.
- Demonstrate the ability to effectively and logically support individual ideas.
- Use cross-referencing while gathering information.
- Credit sources and cite references appropriately.
- Recognize, evaluate, and respond appropriately to persuasive forms of communication.

End-of-Grade 12

In addition to the above, students will be able to:

- Utilize others' critique as a resource in achieving goals.
- Demonstrate the ability to analyze how well evidence supports a conclusion or thesis.
- Present, explain, and defend positions, using visual aids when appropriate.
- Demonstrate the effective use of the conventions of English language in communications.
- Demonstrate the ability to adjust communication style and language so that it is appropriate to the situation, topic, purpose, and audience.

**Curriculum Standard 2.** Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.

Proficiency Standards

End-of-Grade 4

Students will be able to...

- Demonstrate an understanding of the basic mathematical operations of addition, subtraction, multiplication, and division.
- Describe steps needed to solve a problem.
- Demonstrate that a problem may be solved in more than one way.
- Identify patterns and relationships in computation and problem-solving.
- Use inductive reasoning to draw conclusions.
- Use models, known facts, properties, and relationships to explain their thinking.

End-of-Grade 8

In addition to the above, students will be able to:

- Select appropriate computational techniques to help solve problems and, if appropriate, use mental computation and estimation strategies to check the reasonableness of results.
- Describe the process used to solve a problem and apply the process to a new problem.
- Use problem solving in civic, social, and everyday settings.
- Identify when there is enough information to propose a solution to a problem.
- Identify the operating principles underlying a system (people, machines, processes) and evaluate the operation of a system.
- Use deductive reasoning and reasoning by analogy to solve problems.

End-of-Grade 10

In addition to the above, students will be able to:

- Perform the four basic mathematical operations with rational numbers.
- Identify the issues involved in making a decision or solving a problem.
- Gather and use appropriate materials and resources in making individual and career decisions, including printed materials, human resources, and information accessed through technology.
- Use logic to draw conclusions from available information.
- Develop a plan that reflects research and builds on relevant precedents.
- Evaluate an event or activity in terms of expressed purposes.
- Generalize rules or principles (underlying patterns and relationships) from a set of conclusions, objective data, written text or system's review and apply those rules and principals to a new situation.
- Devise strategies for improving the performance of a system.
- Test the effectiveness of the strategies employed.

End-of-Grade 12

In addition to the above, students will be able to:

- Apply decision-making skills in a wide variety of situations.
- Analyze the design and management of a system.
- Develop a systemic plan and communicate the plan clearly.
- Develop and test strategies to optimize the performance of a system.
- Demonstrate how to analyze the interrelationships of events/ideas from several perspectives.
- Demonstrate skills necessary to junction as a consumer and manage financial resources.

**Curriculum Standard 3.** Students will take an active role in their own learning.

Proficiency Standards

End-of -Grade 4

Students will be able to:

- Self-monitor progress in achievement of tasks by setting time limits.
- Establish expectations for achievement and use evaluation tools.
- Demonstrate an understanding of the importance of observation, practice, effort and learning.
- Demonstrate self-direction in their learning and work.

End-of-Grade 8

In addition to the above, students will be able to:

- Establish learning goals around interests, abilities, and achievements.
- Plan activities to achieve learning goals.
- Monitor their own learning process and revise activities accordingly, considering strategies for improving academic skills.
- Identify and understand the impact of their preferred learning style on their ability to receive and process information.
- Devise a system, such as a flow chart or log, for keeping track of progress and goals, and adjust priorities to meet deadlines and manage time, according to this system.
- Demonstrate knowledge of school tasks that are similar to skills essential for job success.

End-of-Grade 10

In addition to the above, students will be able to:

- Independently identify resources and tools needed to achieve learning goals.
- Demonstrate an understanding of how courses of study relate to the selection of college majors, further training, and/or entry to the job market.
- Describe how skills developed in academic and vocational programs relate to career goals.

End-of-Grade 12

In addition to the above, students will be able to:

- Evaluate the processes used to achieve goals and the qualities of resulting products.
- Show evidence of effective time management.

# INDIVIDUAL & SOCIAL LEARNING

**Purpose** – Individual & Social Learning encompasses self-understanding and the understanding of how to work with others. It recognizes, within all students, the ability to develop the social skills that enable them to interact positively and successfully in all settings. Success-enhancing behaviors, learned in conjunction with core educational and career concepts, benefit students' development as responsible, self-directed citizens. This includes individual responsibility, dependability, integrity, respect for self and others, the ability to use communication skills and techniques to resolve conflicts, initiative, perseverance, work ethics, group and team skills, individual decision-making skills, an awareness of the connection between positive health habits and workplace success, and individual goal setting.

**Curriculum Standard 4.** The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.

Proficiency Standards:

End-of-Grade 4

Students will be able to:

- Identify and appreciate individual characteristics and differences (i.e., likes, dislikes, interests, abilities, skills, etc.).
- Identify healthy ways of dealing with conflicts and stress.
- Demonstrate an awareness of how one is seen by others.
- Demonstrate positive attitudes about self.
- Demonstrate knowledge of good health habits.
- Identify the impact of individual behaviors.
- Describe how work can satisfy individual needs

End-of-Grade 8

In addition to the above, students will be able to:

- Describe the individual concepts and interests that influence one's decisions.
- Identify how experience influences attitudes, behaviors and aptitudes.
- Demonstrate effective time management skills.

End-of-Grade 10

In addition to the above, students will be able to:

- Demonstrate the ability to use peer and adult feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.

- Demonstrate the importance of responsibility, dependability, punctuality and integrity in school, the workplace, and adult life.
- Demonstrate the ability to take leadership roles when appropriate.
- Apply decision-making skills to career planning and career transitions.

End-of-Grade 12

In addition to the above, students will be able to:

- Demonstrate an awareness of the importance of maintaining physical and emotional health.
- Demonstrate behaviors that maintain physical and emotional health.
- Demonstrate knowledge of how individuals grow and develop throughout their lives.
- Describe the contribution of work to a productive life.
- Demonstrate the ability to make decisions consistent with one's own belief system.

**Curriculum Standard 5:** The student will demonstrate skills in working cooperatively/collaboratively with others.

Proficiency Standards

End-of-Grade 4

Students will be able to:

- Demonstrate the ability to participate in forming a team and identifying a common goal.
- Work toward a common goal as a member of a team.
- Identify skills needed and practice to resolve conflicts with other people.
- Demonstrate an understanding of, appreciation for, and sensitivity to a multicultural world.
- Demonstrate how to express feelings, reactions and ideas in an appropriate manner.

End-of-Grade 8

In addition to the above, students will be able to:

- Demonstrate skills in working cooperatively/collaboratively with others.
- Identify and demonstrate team skills that lead to the successful accomplishment of a common goal.
- Identify sources and effects of peer pressure.
- Demonstrate the ability to work with people who are different from oneself (race, age, gender).
- Demonstrate tolerance and respect in interpersonal and group situations.
- Demonstrate the ability to present facts that support opinion, to listen to dissenting points of view, and to reach a shared decision.

- Provide honest and helpful feedback to others in a group project.

End-of-Grade 10

In addition to the above, students will be able to:

- Demonstrate confidence and positive self-concept in beginning work-related experiences, practice or real.
- Demonstrate the ability to lead others as well as to support the leadership of a team.
- Develop the ability to use constructive criticism.

End-of-Grade 12

In addition to the above, students will be able to:

- Demonstrate consistent, responsive and caring behavior.
- Demonstrate the ability respect the rights of, and accept responsibility for, self and others.
- Demonstrate effective and flexible team skills as team member or leader.

# CAREER LEARNING

**Purpose** – The major goal of Career Learning is to prepare students to take responsibility for their own futures. Through career learning, students will be better able to take advantage of workplace opportunities and adapt to changing needs of local, national, and international economies. Through better recognition of individual abilities and how they relate to the world of work, students will acquire skills necessary for adult life. Career Learning helps students to better understand themselves and their world as they progress through the educational environment and transition to adult life.

**Curriculum Standard 6:** Students will acquire the knowledge, attitudes and skills to make a successful transition from school to the world of work and adult life.

## Proficiency Standards

### End-of-Grade 4

Students will be able to:

- Demonstrate an awareness and knowledge of the work of family members, school personnel and community workers.
- Demonstrate the ability to obtain information about jobs from parents, relatives, adult friends and/or neighbors and share that information with classmates.
- Describe jobs that are present in the community or region.
- Demonstrate an understanding of how work is important to all people.
- Use media and technology to identify a variety of occupations.

### End-of-Grade 8

In addition to the above, students will be able to:

- Describe the importance of individual characteristics in getting and keeping a job.
- Describe how contributions of individuals both inside and outside the home are important
- Use interest inventories to identify a number of occupational groups for exploration.
- Demonstrate an understanding of career clusters and career ladders.
- Explore the educational requirements of various occupations.
- Make decisions and set appropriate career goals.

### End-of-Grade 10

In addition to the above, students will be able to:

- Locate, evaluate and interpret career information.
- Identify and explain the rights and responsibilities of employers and employees.



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- Demonstrate the use of a range of resources to gather information about careers.
- Identify individuals in selected occupations as possible information sources, role models or mentors.
- Consult with and observe adult role models at work to identify elements of their work and to determine the need for specific knowledge and skills.
- Demonstrate skills and behaviors necessary for a successful interview.

End-of-Grade 12

In addition to the above, students will be able to:

- Use their analyses of role model to improve the planning and implementation of projects.
- Explain the importance of the balance between work and leisure time.
- Demonstrate knowledge of how occupational skills and knowledge can be acquired through leisure activities.
- Explain how the changing workplace requires lifelong learning and upgrading of skills.
- Analyze the effects of the changing workplace on the individual, employers, economy and society.
- Explain how employment opportunities relate to education and training.
- Demonstrate skills in preparing a resume and completing job applications.
- Describe the impact of factors such as population, economic trends and geographic location on occupational opportunities.
- Demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated.

**Curriculum Standard 7:** Students will understand the relationship between individual qualities, education and training, and the world of work.

Proficiency Standards

End-of-Grade 4

Students will be able to:

- Identify individual qualities and relate them to successful completion of schoolwork.
- Develop a positive attitude toward learning.
- Develop a positive attitude toward work.
- Describe and demonstrate the importance of planning.
- Demonstrate appropriate safety practices in the school setting.

End-of-Grade 8

In addition to the above, students will be able to:

- Explain the relationship between educational achievement and career planning.
- Describe, either orally, visually or in writing, how individual preferences and interests influence career choices and success.
- Describe individual skills required to fulfill different life roles.
- Demonstrate knowledge of the learning opportunities offered at the high school level.
- Develop an individual educational and career plan that integrates interests, abilities, and skills, supports the identification of one or more career pathways, and that includes tentative decisions and planning for high school and beyond.
- Employ appropriate safety practices related to the world of work.

End-of-Grade 10

In addition to the above, students will be able to:

- Evaluate the relationship between their individual interests, abilities, and skills and achieving individual, social, educational, and career goals.
- Demonstrate a positive attitude toward work and learning.
- Review and update their individual educational and career plan based on progress, continued and changing development of interests, and an awareness of the importance of lifelong learning.
- Apply employability and job readiness skills to internship, mentoring, shadowing and/or other world-of-work related experiences.
- Demonstrate knowledge and application of safety standards to work setting.

End-of-Grade 12:

In addition to the above, students will be able to:

- Analyze the issue of gender equity and traditional and nontraditional occupations and how these relate to career choice and a positive workplace environment.
- Share and discuss their individual educational and career plan, including decisions to be implemented after high school.
- Display knowledge of the placement services available to assist the transition from high school to employment or the armed services.
- Identify the steps required for transition from high school to entry into postsecondary education, training, and/or employment.
- Apply job readiness skills to seek employment opportunities



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